Rhode Island Model
Academy for Personnel Evaluating Teachers

Day 1

RIDE Rhode Island Department of Education
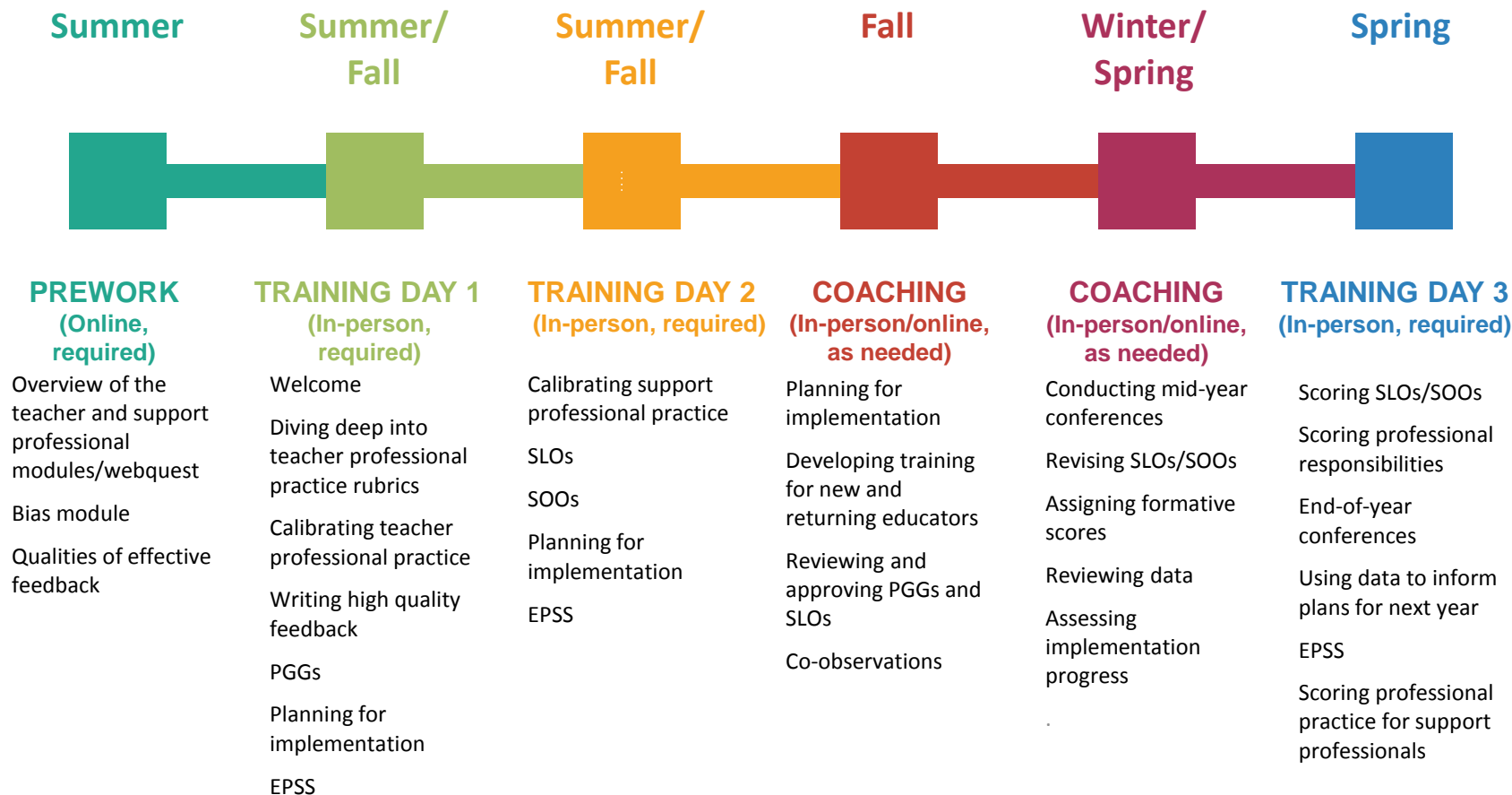
- Create a culture where all educators have an understanding of what defines excellence in their work

- Provide prioritized, specific, and actionable feedback on educators' performance that, in turn, helps educators improve their practice

- Help identify support needed so that educators continue to refine their practice over time regardless of experience level or proficiency

Training Overview

Summer	Summer/ Fall	Summer/ Fall	Fall	Winter/ Spring	Spring
PREWORK (Online, required)	**TRAINING DAY 1** (In-person, required)	**TRAINING DAY 2** (In-person, required)	**COACHING** (In-person/online, as needed)	**COACHING** (In-person/online, as needed)	**TRAINING DAY 3** (In-person, required)
Overview of the teacher and support professional modules/webquest	Welcome	Calibrating support professional practice	Planning for implementation	Conducting mid-year conferences	Scoring SLOs/SOOs
Bias module	Diving deep into teacher professional practice rubrics	SLOs	Developing training for new and returning educators	Revising SLOs/SOOs	Scoring professional responsibilities
Qualities of effective feedback	Calibrating teacher professional practice	SOOs	Reviewing and approving PGGs and SLOs	Assigning formative scores	End-of-year conferences
	Writing high quality feedback	Planning for implementation	Co-observations	Reviewing data	Using data to inform plans for next year
	PGGs	EPSS		Assessing implementation progress	EPSS
	Planning for implementation				Scoring professional practice for support professionals
	EPSS				

- By the end of the day, you will:

  o Demonstrate an understanding of the Teacher Professional Practice rubric components

  o Develop skills needed to conduct high quality walkthroughs and observations and provide high quality feedback

  o Become familiar with EPSS

Rhode Island Model
Evaluation & Support System

TEACHER

Edition IV

RIDE Rhode Island Department of Education

Professional Practice:

The Big Picture

Requirements:

- Conduct at least three observations (**one announced** at least a week in advance and **two unannounced**).

- Observations should be at least 20 minutes in length.

- Scores, rationale statements, and written feedback after each observation and provided as soon after the observation as possible.

- Conduct at least three conferences.

- *Refer to pages 4-5 in the Guidebook for information on Non-Summative Year vs. Full Evaluation Year*

Local decisions:

- Additional observations
- Pre-post conferences
- Narrower windows for observations

Teacher Professional Practice Rubric Components	
Professional Practice: Classroom Environment Domain 2	Professional Practice: Instruction Domain 3
2a: Creating an Environment of Respect and Rapport	**3a:** Communicating with Students
2b: Establishing a Culture for Learning	**3b:** Using Questioning/Prompts and Discussion Techniques
2c: Managing Classroom Procedures	**3c:** Engaging Students in Learning
2d: Managing Student Behavior	**3d:** Using Assessment in Instruction

Evidence gathered through one announced and two unannounced observations

Professional Practice: Instruction Rubric Example

Component 3D: Using Assessment in Instruction

LEVEL		CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.	• Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. • The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. • High-quality feedback comes from many sources, including students; it is specific and focused on improvement. • The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.	• The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them. • While students are working, the teacher circulates, providing specific feedback to individual students. • The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding. • Students offer feedback to their classmates on their work. • Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.
3	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	• The teacher makes the standards of high-quality work clear to students. • The teacher elicits evidence of student understanding. • Students are invited to assess their own work and make improvements; most of them do so. • Feedback includes specific and timely guidance at least for groups of students. • When improvising becomes necessary, the teacher makes adjustments to the lesson.	• The teacher circulates during small-group or independent work, offering suggestions to students. • The teacher uses specifically formulated questions to elicit evidence of student understanding. • The teacher asks students to look over their papers to correct their errors; most of them engage in this task.
2	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. Adjustment of the lesson in response to assessment is minimal or ineffective.	• There is little evidence that the students understand how their work will be evaluated. • The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. • Feedback to students is vague and not oriented toward future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer assessment. • The teacher's attempts to adjust the lesson are partially successful.	• The teacher asks, "Does anyone have a question?" • When a student completes a problem on the board, the teacher corrects the student's work without explaining why. • The teacher says, "Good job, everyone." • The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept. • The students receive their tests back; each one is simply marked with a letter grade at the top.
1	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent, or of poor quality. Students do not engage in self- or peer assessment, and the teacher makes no attempt to adjust the lesson even when students don't understand the content.	• The teacher gives no indication of what high-quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Students receive no feedback, or feedback is global or directed to only one student. • The teacher does not ask students to evaluate their own or classmates' work. • The teacher makes no attempt to adjust the lesson in response to student confusion.	• A student asks, "How is this assignment going to be graded?" • A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher. • The teacher forges ahead with a presentation without checking for understanding. • After the students present their research on globalization, the teacher tells them their letter grade; when students ask how the teacher arrived at the grade, he responds, "After all these years in education, I just know what grade to give."

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A Closer Look at Professional Practice:
Classroom Environment and Instruction

Rubric Group Activity

1. Stand near a piece of chart paper.

2. Select a note-taker and a reporter.

3. Review the rubric and discuss the component with your group. Chart your answers to the following questions/prompts:

   - What is **valued** in this component as explained in the description?

   - What are some **new examples** of what this would could like during an observation?

4. The reporter shares out the answers to the above questions.

5. The group has an opportunity to offer new ideas.

With a partner, align each piece of observation evidence to a specific component of the Teacher Professional Practice Rubric.

The teacher asked a student, "Could you please speak up? You are correct and I want to hear you."

Classroom Environment 2a: Creating an Environment of Respect and Rapport

Component Sort

> Meet with another group to compare your alignment. Be prepared to share questions that surfaced about the differences between components with the whole group.

THE FRAMEWORK AT A GLANCE

DOMAIN 2: THE CLASSROOM ENVIRONMENT	DOMAIN 3: INSTRUCTION
2a: Creating an Environment of Respect and Rapport • Teacher interactions with students, including both words and actions • Student interactions with other students, including both words and actions	**3a: Communicating with Students** • Expectations for learning • Directions for activities • Explanations of content • Use of oral and written language
2b: Establishing a Culture for Learning • Importance of the content and of learning • Expectations for learning and achievement • Student pride in work	**3b: Using Questioning/Prompts and Discussion Techniques** • Quality of questions/prompts • Discussion techniques • Student participation
2c: Managing Classroom Procedures • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of classroom routines	**3c: Engaging Students in Learning** • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing
2d: Managing Student Behavior • Expectations • Monitoring of student behavior • Response to student misbehavior	**3d: Using Assessment in Instruction** • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress • Lesson adjustment

Gathering Evidence

1.Words **spoken** by the teacher and students

Ex. *"Can anyone think of another idea?"*

2.**Actions** by teacher and students

Ex. *"The students took 45 seconds to line up by the door."*

Reflect:

1. What is your note taking style?

- Script word for word
- Bullet specific evidence as observed
- Align evidence to specific components as it is recorded

2. What format is most efficient for you?

- Writing
- Typing

Discuss at your table:
- What are some sources of bias?
- How can you minimize bias?

Watch this brief two-minute clip of a high school Spanish class. The clip starts at the beginning of class. Take notes to gather evidence.

Turn to a partner at your table. Compare your observations. What is similar? What is different?

Are there any statements that might be considered having judgment, inference or bias?

Evidence Statements Activity

> With your partner, discuss which of the following statements below are evidence.

1. Teacher says "Buenos Dias" to the class. There is no student response.
2. After the teacher says Buenos Dias to the class twice, only a few students respond with little enthusiasm.
3. A student asks the teacher, "Did you go to like Mexico or Africa or something?" The teacher responds, "I was out gardening a lot this weekend." One or two students laugh.
4. The interactions between the students and teacher are disrespectful.
5. The students laugh at the teacher's sunburn.
6. The teacher wastes the beginning of class answering questions about his sunburn and discussing his garden. The teacher should consider having a "do now" for students to do when they enter the room.
7. A student responds to the teacher's answer by saying, "That's cute". The teacher responds, "Thank you." and continues to take attendance.

You are observing a grade 4 reading class.

This is the beginning of the lesson.
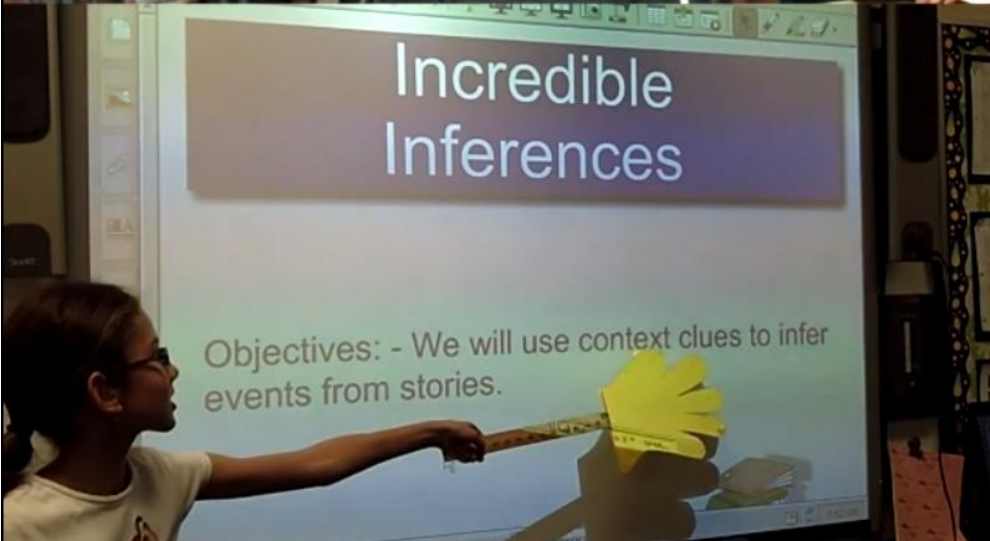
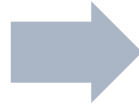Take notes to gather evidence during the observation.

Rating Practice: Calibration

Calibration Activity

Independent Work

- Review your notes and rubrics.
- Align all evidence to components
- Score each component

Transition

- When prompted, place a dot sticker on each poster to document your scores

Group Calibration

- Share evidence to support your scores
- Cite rubric language used in your decisions
- Reflect on the differences between levels

Writing Rationales

Observation Notes	Rationale	Feedback
Helps the evaluator **capture evidence** of the teaching episode to determine scores, write rationale, and craft feedback. The observation notes should focus on the **words** spoken by the teacher and students, the **actions** by the teacher and students, and the **appearance** of the classroom.	Helps the educator **understand the reasoning** for each component score (1-4) by providing **evidence and explanation that aligns with a performance-level descriptor.**	Helps the educator **improve their practice** by identifying **strengths** (practices that they should continue) and **areas for improvement** (changes to their practice that they should prioritize).

Rationale

Rationale statements should include:

- Rubric language from the level descriptor of the score
- Evidence statements

Rationale statements should exclude:

- Judgment statements
- Feedback on what should have been done differently

3a: Communicating with Students

(3)   The instructional purpose of the lesson is clearly communicated to the students. The teacher starts the class by reviewing the objective statement on the board and asking students what they think they will be learning today. The teacher focuses on strategies the students can use when working independently. The teacher reminds students to highlight text as they were reading that described the main character so they could cite it in their response to text.

Writing Rationales

- In pairs, write a rationale for the two components assigned to you.

- Use two different colors to differentiate between rubric language and evidence from the observation.

- Share with your group.
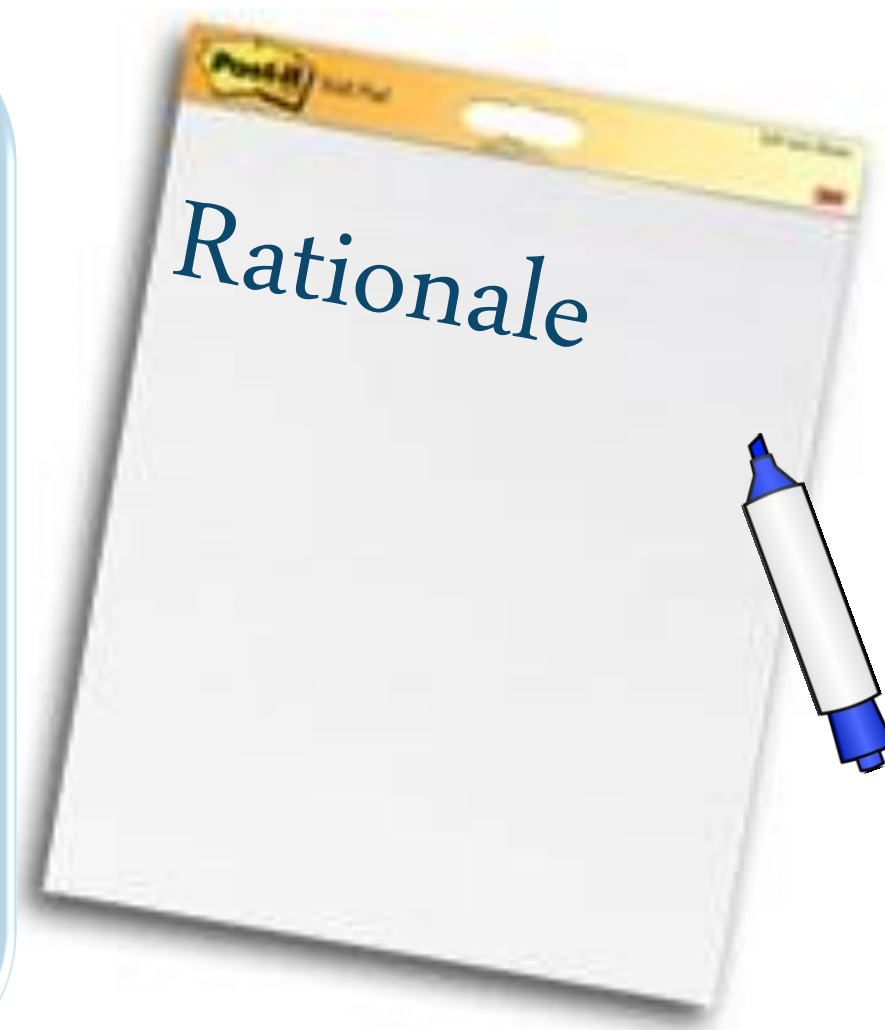
Writing Feedback

To be effective, feedback after observations should be:

- Prioritized

- Specific

- Actionable

- Be framed as a question when appropriate
  - *Tell me more about why you chose to…, what was the purpose of…, what outcomes were you expecting from kids…*

- Have a supportive tone

- Be given as soon after an observation as soon as possible

Individually, reflect on…

What is important to remember when supporting and evaluating teachers in Professional Practice?

Lessons Learned... from Last Year's New Evaluators

"Observations can directly lead to necessary PD."

"Schedule, schedule, schedule."

"I tried other people's systems but needed to create my own to make it work for me."

"Don't be over zealous. If you schedule too many observations or conferences in one week, the work implodes."

Professional Growth Goals

Professional Growth Goal

Beginning of Year
- Educator writes and submits a Professional Growth Goal.
- The evaluator reviews the Professional Growth Goal and either approves the goal or provides feedback on how to improve the goal.

Middle of Year
- If needed, the educator and evaluator may revise the Professional Growth Goal.

End of Year
- The evaluator scores the Professional Growth Goal using PR7 of the Professional Responsibilities rubric.
- The teacher and evaluator review summative feedback on the Professional Growth Goal.

Professional Responsibilities Rubric Example

PROFESSIONAL RESPONSIBILITIES DOMAIN 3: PROFESSIONAL GROWTH

PR7: Writes and implements at least one Professional Growth Goal that addresses personal, school, or district needs and aims at improving the support professional's practice.

Reflective support professionals use data and self-assessments to identify an area of their practice that can be strengthened and then develop a professional growth goal to address that area of practice. This goal identifies action steps, timelines, and evidence that will be used to show progress toward goal attainment. Support professionals implement the professional growth goal with fidelity and apply learning in practice.

ELEMENTS: • Setting and working toward a meaningful Professional Growth Goal • Working toward specific action steps
INDICATORS: • Complete professional growth goal • Evidence of progress toward goal attainment

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The support professional supports other educators with the implementation and attainment of their Professional Growth Goal. The support professional attains the Professional Growth Goal by completing all action steps. The support professional shares student or support professional data as evidence of goal attainment. The support professional applies learning gained through action step completion in practice, as well as seeks and applies feedback on the application of that practice. The support professional reflects on whether new strategies and practices have been effective and shares his or her learning with colleagues.	In addition to the criteria for "meets expectations": • Shares knowledge attained through the Professional Growth Goal and acts as a resource to colleagues • Attains the Professional Growth Goal by completing all action steps • Uses data to demonstrate attainment of the goal and application of learning in practice • Seeks feedback on the application of new learning from students or colleagues • Shares new information, strategies, or techniques with colleagues	• The support professional collaborates with colleagues to design a comprehensive plan to improve the use of PBIS strategies throughout the school. The support professional facilitates meetings of a PLC and organizes opportunities for participants in the PLC to observe each other's use of strategies and provide feedback. • The support professional provides examples of PBIS strategies she or he tried as a result of Professional Growth Goal action steps, reflects on which strategies have been most effective, and encourages colleagues to provide feedback on the application of the new strategies.
3	The support professional attains their Professional Growth Goal by completing all action steps. The support professional implements action steps with fidelity. The support professional provides examples of how she or he applied learning in practice and reflects on whether new strategies and practices have been effective.	• Presents evidence demonstrating completion or near completion of action steps outlined in the Professional Growth Goal • Provides examples of how she or he applied the learning in practice	• A support professional identifies five action steps in the professional growth goal and completes all of the action steps. • The support professional provides examples of PBIS strategies she or he tried as a result of Professional Growth Goal action steps and reflects on which strategies have been most effective.
2	The support professional makes some progress toward goal attainment. The support professional attempts to implement action steps but does not complete them or does not complete them in a timely manner. The support professional inconsistently applies learning in practice and/or does not reflect on the application of that practice.	• Presents some evidence demonstrating completion of action steps outlined in the Professional Growth Goal • Provides few or poor examples of how she or he applied the learning in practice	• The support professional sets a goal focused on implementing a new strategy, introduces the strategy, but does not fully implement it. • The support professional shares how she or he tried a new strategy but cannot speak to the effectiveness of the new strategy.
1	The support professional does not make progress toward the goal. The support professional does not implement action steps or apply learning in practice.	• Presents limited or no evidence demonstrating completion of action steps outlined in the Professional Growth Goal • Presents limited or no evidence of how she or he applied the learning in practice	• The support professional submits an approvable Professional Growth Goal but then completes few of the action steps or ineffectively completes them.

Professional Growth Goal

The professional growth goal should:

- Be informed by school, district, or educator data

- Address a district, school, or personal goal

- Align with the Professional Practice or Professional Responsibilities Rubrics

- Be specific, measurable, and actionable

- Include specific action steps

- Identify how goal attainment will be measured

- Be discussed and finalized during or directly after the beginning-of-year conference

Review the Professional Growth Goal in your packet with a partner. Based on the criteria above, is this goal approvable? Why or why not?

An Overview of EPSS

Educator Performance and Support System (EPSS)

- Statewide data system that supports educator evaluation

- User friendly way to collect, manage and share qualitative and quantitative data on all four measures

- Facilitates two way communication between evaluators and educators

- Assists district and school leaders in viewing trends in evaluation data

- Assists with the calculation of Final Effectiveness Ratings (FER)

Planning Your Year: Next Steps

Before School Starts

Middle of Year

Beginning of Year

End of Year
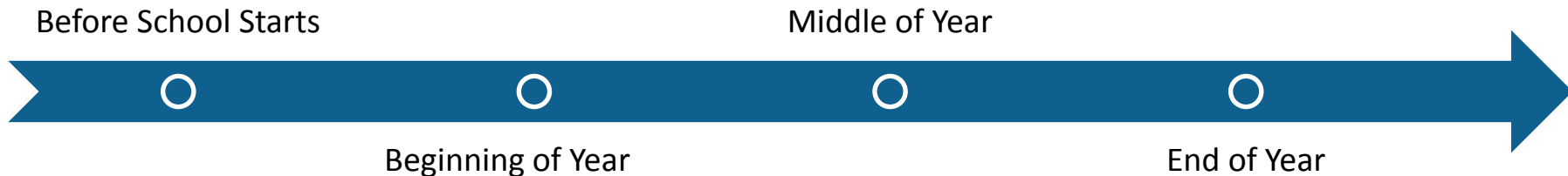
Based on what you learned today, add to your timeline of actions you will need to complete at each point in the school year.

Questions to Consider:
- Is there information you need to get from your district?
- Is there information you need to share with others?
- What are the key steps you need to take to ensure you are following implementation timelines?

On Post It notes, complete the following statements.

- ▪ I'd like clarification or more information about…

Please put these on the poster on the way out.

Resources
RIDE website: http://www.ride.ri.gov/
Evaluation email: EdEval@ride.ri.gov